



Internal School Review Report

Name of Institution

Reviewed: Botts Elementary

Date: April 13-15, 2015

Team Member: Sam Watkins

Team Member: Michelle Cassady

Team Member: Tara Rodriguez

School Principal: Jeremy McNabb

Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- examination of an array of student performance data
- Self-Assessment
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 1.83	Team Rating for Standard 3 1.17
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.1	<p>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.</p> <p><i>Level 4</i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school’s purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i>Level 3</i> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i>Level 2</i> Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p><i>Level 1</i> Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	2	1

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.2	<p>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p>	2	1

	<p>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school’s purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school’s goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school’s purpose in curriculum, instruction, and assessment.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply</p>	2	1

	<p>knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	1
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	1
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and</p>		

	<p>peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.6	<p>Teachers implement the school's instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>	2	1

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 2	Team Rating 1
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p> <p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p>Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 2	Team Rating 2
3.8	<p>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p>Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 1	Team Rating 2
3.9	<p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</p>		

	<p>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student’s needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.10	<p>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>	1	1

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	1
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	1
3.12	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning</p>		

support services to students within these special populations.

Self-Rating/Team Rating

It is worthy of noting that the principal completed the self-rating of standard three alone without input from the staff. Also several indicators rated as a “1” by the review team were not noted in this report as Improvement Priorities; most of these indicators will be addressed as district initiatives. It is reasonable to assume these initiatives will impact the school and change current practices.

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators demonstrate an institution’s impact on teaching and learning.

School Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	59.1	60.1	57.8	No	Yes	N/A
2012-2013	54.2	55.2	53.5	No	Yes	N/A

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP Assessments at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
Reading	29.9	48.0	41.9	47.8	36.1	54.7
3 rd grade	27.3	49.4	44.7	47.6	34.9	54.1
4 th grade	22.2	47.1	34.9	48.8	36.8	54.0
5 th grade	44.4	47.5	47.2	47.1	36.8	55.9
Math	27.1	40.4	34.2	43.9	40.3	49.2
3 rd grade	27.3	42.8	50.0	43.5	37.2	45.8
4 th grade	27.8	39.6	18.6	43.9	34.2	49.0
5 th grade	25.9	38.9	36.1	44.3	50.0	52.7
Science	80.6	68.8	69.8	68.5	60.5	71.3
4 th grade	80.6	68.8	69.8	68.5	60.5	71.3
Social Studies	55.6	59.8	72.2	59.3	50.0	58.2
5 th grade	55.6	59.8	72.2	59.3	50.0	58.2

Writing	22.2	31.7	36.1	35.7	39.5	38.7
5 th grade	22.2	31.7	36.1	35.7	39.5	38.7
Language Mech.	36.1	49.1	34.9	53.7	39.5	51.8
4 th grade	36.1	49.1	34.9	53.7	39.5	51.8

School Achievement of Proficiency and Gap Delivery Targets, 2013-2014

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	42.6	39.3	No	43.6	36.1	No
Reading	43.4	37.5	No	48.7	33.3	No
Math	41.9	41.1	No	38.5	38.9	Yes
Science	82.2	63.9	No	86.6	58.6	No
Social Studies	63.0	50.0	No	58.1	51.9	No
Writing	38.5	41.7	Yes	39.0	33.3	No

Program Reviews 2013-2014

Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 pts possible)	Classification
Arts and Humanities	1.94	2.00	1.44	1.00	6.4	Needs Improvement
Practical Living	1.58	1.17	1.33	1.33	5.4	Needs Improvement
Writing	1.89	1.75	.78	.86	5.3	Needs Improvement
K-3	1.62	1.75	1.50	1.71	6.6	Needs Improvement
Average	1.76	1.67	1.26	1.23		

Summary of School and Student Performance

While some improvement has begun to occur at the school, the student performance data does not suggest that current processes are resulting in improved professional practice and sustainable student success in terms of achievement by meeting targets set by the state. While it is evident that the percentage of students scoring at the proficient and distinguished levels has risen in many content areas, these percentages still fall below the state average.

Writing scores have continued to improve as have math scores on state assessments. Reading at the fourth grade level has shown consistent growth in the percentage of students scoring proficient/distinguished and math at the fifth grade also shows steady gains. While gains in some content areas are evident, other areas are struggling. Overall reading, science, and social studies did not meet their Proficiency Delivery targets, leaving sufficient gains needing to be made. Science scores have declined for two consecutive years indicating a concern and overall school performance has shown a negative two year trend. With only math meeting the Gap Delivery target, evidence suggests that addressing individual student needs is not occurring in most content areas. Observations and interview data confirmed the need for a documented school-wide instructional process to be implemented as well as a need for putting systems in place for goal setting and plans to achieve such goals.

All four areas of the Program Reviews are in need of improvement with the Administrative/Leadership Support standard scoring the lowest of any of the four standards with an average of 1.23. Additionally, scores in the standard of Professional Development show great concern only slightly trailing the Administrative/Leadership standard as the standard with the lowest score. The highest scoring standard was the Formative and Summative Assessment standard in the Arts and Humanities Program Review. Clearly, all Program Reviews demand attention and stand in need of growth.

Plus

- The school met the participation rate goal for 2012-13 and 2013-14.
- On the K-PREP, all content areas, with the exception of science and social studies, increased the percentage of students scoring at the Proficient/Distinguished level from 2011-12 to 2013-14.
- The percentage of students scoring Proficient/Distinguished in writing increased 17.3 points which was the largest gain of any content area over the comparison time period.
- Math increased 13.2 points in the percentage of students scoring Proficient/Distinguished from 2011-12 to 2013-14
- The percentage of students scoring Proficient/Distinguished in writing is currently above the state average.
- 4th grade reading, math overall, 5th grade math, and writing overall have shown two years of increased percentage of Proficient/Distinguished students.
- Math met the Gap Delivery target.
- Writing met the Proficiency Delivery target.
- Math lacked only .8 point in making the Proficiency target.
- Formative and Summative Assessment in the Arts and Humanities Program Review had the highest score of any individual category of the three previous multi-year Program Review components.
- The K-3 Program Review had the highest total score of any Program Review.
- Curriculum and Instruction for all four Program Reviews has a higher average score than the other standards.

Delta

- The school did not meet the AMO (Annual Measurable Objective) goal for 2012-13 or 2013-14.
- The gap in meeting the AMO goal grew larger in the 2013-14 school year.

- On the K-PREP, science went from 11.8 percentage points above the state average to 10.8 points below the state average over the comparison time period.
- Currently reading lags significantly behind the state average with a gap of 18.6.
- Math and language mechanics currently display an 8.9 and 12.3 gap in state averages.
- Social Studies is 8.2 points below the state average of students scoring Proficient/Distinguished.
- All areas with the exception of writing failed to meet their Proficiency targets.
- All areas with the exception of math failed to meet their Gap targets.
- Science fell 18.3 points short of making the Proficiency target.
- Science fell 28.0 points short of making the Gap target.
- Reading fell 15.4 points short of making the Gap target.
- Social Studies fell 13.0 points short of making the Gap target.
- In the Program Reviews, the Professional Development standard has an average score of 1.26.
- All standards scores in the Practical Living, Writing, and K-3 Program Reviews were below 2 points.
- The Writing Program Review has two standards that fall below 1 point.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey			Staff Survey	
	Question	%agree/strongly agree	Question		%agree/strongly agree	Question	%agree/strongly agree
			ms	elem.			
3.1	10	86.5	10	6	91.1	26	80.0
3.1	11	86.5	11	7	97.5	51	80.0
3.1	13	83.8	17				
3.1	34	91.7	32				
3.2	21	91.9	17			16	86.7
3.2						22	86.7
3.3	12	91.9	10	7	97.5	17	86.7
3.3	13	83.8	16	8	83.5	18	80.0
3.3	22	89.2	17	16	96.2	19	93.3
			26				
3.4						3	94.7
3.4						11	94.1
3.4						12	88.2
3.4						13	82.4
3.5	14	89.2	5			8	88.2
3.5						24	80.0

3.5						25	53.3
3.6	19	94.6	9	9	98.7	20	86.7
3.6	21	91.9	18	19	92.4	21	86.7
3.6			20			22	86.7
3.7	14	89.2				8	88.2
3.7						30	46.7
3.7						31	46.7
3.8	9	76.3	13	10	43.0	15	70.6
3.8	15	89.2	21	12	76.0	34	73.3
3.8	16	86.5				35	80.0
3.8	17	91.9					
3.8	35	86.1					
3.9	20	86.5	14	11	84.8	28	60.0
3.9				13	93.7		
3.10			22	12	76.0	9	100.0
3.10						21	86.7
3.10						23	73.3
3.11						32	66.7
3.11						33	46.7
3.12	13	83.8	1			27	66.7
3.12	23	86.5	17			29	80.0

Summary of Stakeholder Feedback

On several survey items, the percentages of respondents that agreed with the statements were very high, and there was often agreement across the three types of surveys (parent, student, and staff). Interestingly, in many cases, rates of agreement on the staff survey were lower than rates of agreement on the student and parent surveys. The items that received the lowest rates of agreement on the staff survey had to do with a mentoring, coaching and induction program, a professional learning program, and training on a formal process to promote discussion about student learning.

Written survey responses showed that many parents, students and staff appear to have favorable opinions about the school. They mention the small class sizes, the family atmosphere, and student learning at the school. Respondents also mentioned some things that they would like to improve about the school, such as more funding for resources and support.

Plus

- Rates of agreement with most items on the parent and student surveys are over 80%, suggesting that most parents and students surveyed feel very positively about the school. Furthermore, all statements pertaining to Indicators 3.1, 3.2, 3.3, 3.4, and 3.6 received 80% or higher rates of agreement from parents, students and staff.
- Parents, students and staff provided numerous positive written comments about the school. Themes that were frequently mentioned included the small class sizes, the welcoming, nurturing culture at the school, the individual attention given to students, and the commitment to student learning.
- The percentages of students and parents who agree/strongly agree are over 90% on both questions pertaining to Indicator 3.6, “Teachers implement the school’s instructional process in support of student learning.”
- 100% of staff agree/strongly agree with the statement, “Our school’s leaders expect staff members to hold all students to high academic standards.”

Delta

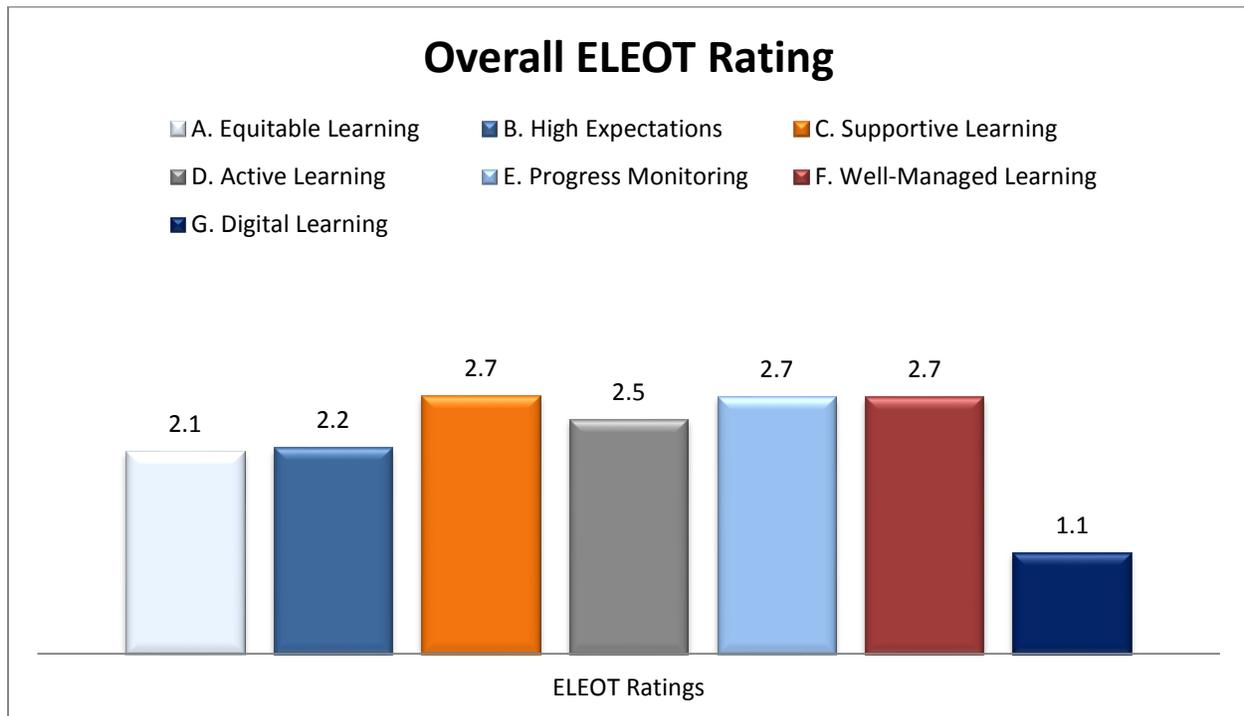
- 46.7% of staff agree/strongly agree with Questions 30 and 31, which address Indicator 3.7, “Mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.”
- 43.0% of students agree/strongly agree with the statement, “My teachers ask my family to come to school activities,” compared to over 70% of staff and parents who agree/strongly agree that the school provides opportunities for stakeholder involvement in the school.
- 46.7% of staff agree/strongly agree with the statement, “In our school, a professional learning program is designed to build capacity among all professional and support staff members,” suggesting that many staff members feel that either such a program does not exist at the school, or that it is not building capacity among all staff members.
- 53.3% of staff agree/strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).”

Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 15 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



eleot™ Summary

Equitable Learning

Plus

- The indicator, “Has equal access to classroom discussions, activities, resources technology and support,” was evident/very evident in 86% of observations.
- The indicator, “Knows that rules and consequences are fair, clear, and consistently applied,” was evident/very evident in 67% of observations.

Delta

- The indicator, “Has differentiated learning opportunities and activities that meet his/her needs,” was evident/very evident in only 7% of observations.
- The indicator, “Has ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences,” was not evident/very evident in any observations.

High Expectations

Plus

- The indicator, “Knows and strives to meet the high expectations established by the teacher,” was evident/very evident in 60% of observations.

Delta

- The indicator, “Is tasked with activities and learning that are challenging but attainable,” was evident/very evident in 40% of observations.
- The indicator, “Is provided exemplars of high quality work,” was evident/very evident in 13% of observations.
- The indicator, “Is engaged in rigorous coursework, discussions, and/or tasks,” was evident/very evident in 34% of observations.
- The indicator, “Is asked and responds to questions that require higher order thinking,” was evident/very evident in 13% of observations.

Supportive Learning

Plus

- The indicator, “Demonstrates or expresses that learning experiences are positive,” was evident/very evident in 74% of observations.
- The indicator, “Demonstrates positive attitude about the classroom and learning,” was evident/very evident in 66% of observations.
- The indicator, “Takes risks in learning without fear of negative feedback,” was evident/very evident in 66% of observations.
- The indicator, “Is provided support and assistance to understand content and accomplish tasks,” was evident/very evident in 60% of observations.

Delta

- The indicator, “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” was evident/very evident in 34% of observations.

Active Learning

Plus

- The indicator, “Is actively engaged in the learning activities,” was evident/very evident in 67% of observations.

Delta

- The indicator, “Has several opportunities to engage in discussions with teacher and other students,” was evident/very evident in 40% of observations.
- The indicator, “Makes connections from content to real-life experiences,” was evident/very evident in 20% of observations.

Progress Monitoring

Plus

- The indicator, “Is asked and/or quizzed about individual progress/learning,” was evident/very evident in 66 % of observations.
- The indicator, “Responds to teacher feedback to improve understanding,” was evident/very evident in 60% of observations.

- The indicator, “Demonstrates or verbalizes understanding of the lesson/content,” was evident/very evident in 66% of observations.
- The indicator, “Has opportunities to revise/improve work based on feedback,” was evident/very evident in 67% of observations.

Delta

- The indicator, “Understands how her/his work is assessed,” was evident/very evident in 47% of observations.

Well-Managed Learning

Plus

- The indicator, “Speaks and interacts respectfully with teacher(s) and peers,” was evident/very evident in 74% of observations.
- The indicator, “Follows classroom rules and works well with others,” was evident/very evident in 60% of observations.
- The indicator, “Transitions smoothly and efficiently to activities,” was evident/very evident in 80% of observations.

Delta

- The indicator, “Collaborates with other students during student-centered activities,” was evident/very evident in 13% of observations.

Digital Learning

Plus

N/A-- Percentages were not high enough to qualify as a plus.

Delta

- The indicator, “Uses digital tools/technology to gather, evaluate, and/or use information for learning,” was evident/very evident in 7% of observations.
- The indicator, “Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning,” was evident/very evident in 0% of observations.
- The indicator, “Uses digital tools/technology to communicate and work collaboratively for learning,” was evident/very evident in 0% of observations.

FINDINGS OF THE INTERNAL REVIEW TEAM

IMPROVEMENT PRIORITY

Indicator: 3.2

Action statement:

Design and implement a formal structure whereby curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Ensure the continuous improvement process includes vertical and horizontal alignment of the curricula, alignment of the school's goals for achievement and instruction, and enhancement of the school's statement of purpose.

Evidence and Rationale:

Student Performance Data

Student performance data, as detailed in this report, is generally improved between 2012 and 2014, but reflects a decline in performance between 2013 and 2014.

- All areas of Program Reviews, except Formative/Summative Assessment in Arts/Humanities, were below the expected levels of performance.
- The school did not meet Proficiency Delivery targets in reading, math, science, or social studies in 2013-14, and is well below the state average for proficiency in all content areas except writing.
- The school did not meet Gap Delivery targets in reading, science, social studies, or writing in 2013-14. The target was met for math.
- Science proficiency has declined for two consecutive years from 80.6 to 60.5 (-20.1).
- The overall School Performance AMO Results have shown a two year negative direction. The 2011-2012 results declined from 54.2 to 53.5 in 2012-2013. 53.5 was then adjusted to 59.1, due to the addition of program review scores, which then declined to 57.8 in 2013-2014 state assessment results.

Data suggest that the school has not been effective in establishing and monitoring processes that ensure curriculum, instruction and assessments are implemented with fidelity.

Collaboration to achieve vertical and horizontal alignment does not appear to be in place or to be part of a continuous improvement process.

Stakeholder Survey Data

- Stakeholder survey results revealed 86.7% of staff agree/strongly agree that all teachers in the school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.
- Stakeholder survey results revealed 86.7% of staff agree/strongly agree that teachers use multiple types of assessments to modify instruction and to revise the curriculum.

These ratings may suggest that these conditions are not consistent across the school. Revised approaches and strategies leading to more systemic implementation would lead to improvement.

Stakeholder Interviews

In interviews, teachers and administrators were not able to define or explain the school's instructional process. Assessment data is not shared or analyzed beyond the classroom level. Feedback is not provided to teachers from school leadership concerning informal walkthroughs or the instructional cycle. Data from multiple assessments have not been compared or used to adjust the instructional cycle. Students were not able to communicate consistency from grade level to grade level or from classroom to classroom regarding assessment practices and the instructional process.

Documents and artifacts

- Sample lesson plans
- Program generated reports from Discovery Education
- Analysis of classroom assessments by teachers

IMPROVEMENT PRIORITY

Indicator: 3.5

Action statement:

Implement collaborative professional learning communities using a formal process that promotes productive discussion about student learning. This process should focus on the examination and analysis of student work and resulting data, reflection on the effectiveness of instructional strategies, and appropriate planning that ensures student learning needs are met.

Evidence and Rationale:

While evidence exists to confirm the recent initiation of professional learning communities within the school community, it is clear that such communities are in the infancy stage. Stakeholder interviews, student performance data, and presentations all give credence to the need for a collaborative culture that focuses on analyzing student work and reflecting on current instructional strategies to inform students' progress toward meeting classroom and individual goals. Administration duly noted that the school is only in the beginning stages of implementing professional learning communities and are in need of connecting with other schools properly doing this process for guidance. The following data were identified as evidence classifying 3.6 as an Improvement Priority:

Stakeholder interviews, document and artifact review

- During the principal presentation, it was conveyed that professional learning communities recently began to meet every Monday.
- Stakeholder interviews regarding professional learning communities revealed there is a need and desire to visit or talk with other schools to see "how they are doing it and linking with them."
- Evidence linking collaboration to improved instructional practice and student performance were rare.

- Stakeholder interviews reveal that policies and procedures have not been established relating to professional learning communities.
- Additionally, interviews revealed that collaboration across grade levels rarely occurs and in some instances does not happen at grade level.

Stakeholder Survey Data

- According to staff surveyed, 80% agree/strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”
- According to staff surveyed, 53.3% agree/strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching.”

IMPROVEMENT PRIORITY

Indicator: 3.6

Action statement:

Collaboratively revise the school’s instructional process to ensure that students are provided specific and immediate feedback for learning. Incorporate exemplars into daily instructional lessons as well as varied formative assessment processes to inform ongoing modification of instruction and monitor student understanding of required content. Monitor and evaluate the effectiveness of the system through evidence of increased student success. Document this process and communicate to all stakeholders.

Evidence and Rationale:

While all content areas, with the exception of science and social studies, increased the percentage of students scoring at the Proficient/Distinguished level from the 2011-12 school year to the 2013-14 school year, scores lag significantly behind the percentage of students scoring Proficient/Distinguished at the state level. The exception to this is writing which is above the state average. This fact suggests that the school has not formally identified an “instructional process” that ensures students are clearly informed about learning expectations and standards of performance. Although survey data gathered from students, parents and staff indicate there is some evidence of an instructional process, the process does not appear to be formalized and clearly communicated to stakeholder groups based on interview data. The following evidence is given in support of the rating of this indicator:

Student Performance Data

- The performance data noted below does not reflect that the school has an instructional process that has been implemented with fidelity by all teachers in the school.
 - According to the 2013-14 School Report Card, the school did not meet their AMO goal of 60.1 with an overall score of 57.8.
 - According to the 2013-14 School Report Card, only 36.1% of students are scoring at the Proficient/Distinguished level in reading achievement.

- According to the 2013-14 School Report Card, 40.3% of students are scoring at the Proficient/Distinguished level in math achievement.
- According to the 2013-14 School Report Card, the percentage of students scoring Proficient/Distinguished levels in science lags the state score by 10.8 points.

Classroom Observation Data

- Classroom observation data on the High Expectations Environment, “Is provided exemplars of high quality work” (B.3) was evident/very evident in 13% of observations.
- Classroom observation data on the High Expectations Environment, “Is tasked with activities and learning that are challenging but attainable,” (B.2) was evident/very evident in 40% of observations.

Stakeholder Survey Data

- According to parents surveyed, 94.6% of parents agree/strongly agree with the statement, “My child knows the expectations for learning in all classes.”
- According to staff surveyed, 86.7% agree/strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.”

Although the survey data above suggests students know the expectations for learning and the school uses a variety of assessments, student performance data does not confirm that such practices are effective nor that assessment data is informing instruction as it should.

Stakeholder interviews, document and artifact review

- Evidence submitted for Indicator 3.6 indicates rubrics are used in some instances; however, stakeholder interviews revealed that consistent use of rubrics and exemplars by teachers has not become widespread across the school.
- Although stakeholder interviews reflected there were opportunities for student goal setting, self-reflection and revisions based on feedback, there is limited data to show this is taking place.
- Limited data exists to document that an instructional process is in place to inform the modification of instructional practices and provide data for possible curriculum revision. Teachers were not able to articulate an instructional process and stated there was some confusion as to what the instructional process is given that it has not been formalized nor communicated in written format.
- Stakeholder interviews disclosed that teacher expectations across the school are inconsistent and collaboration is needed for clear, concise student expectations in regards to academic performance.

IMPROVEMENT PRIORITY

Indicator: 3.12

Action statement:

Adopt a school wide process of systematically and continuously using data to identify unique learning needs of all students. Engage personnel in professional learning on research related to unique characteristics of learning (such as learning styles, multiple intelligences,

personality type indicators) and provide or coordinate individualized learning support services for all students.

Evidence and Rationale:

Student Performance Data

The percentage of students scoring at the Proficient/Distinguished level has increased in some content areas; however, progress is inconsistent. The fact that many students have not yet reached proficiency suggests that a school wide system in which personnel continuously build capacity in understanding, identifying and providing or coordinating learning supports for all students at the school has not been established.

- The school met its Proficiency Delivery target in writing in 2014; however, targets were not met in the other content areas, suggesting that the individual learning needs of all students have not fully been identified and addressed.
- The school met its Gap Delivery target in math; however, targets were not met in the other content areas, suggesting that the individual learning needs of students in the non-duplicated gap group have not fully been identified and addressed.
- With the exception of the percentage of students at the school scoring at the Proficient and Distinguished levels in writing, the school scored lower than the state average in every content area in 2014.

Classroom Observation Data

Classroom observations revealed that most instruction was directed to the whole class. Many teachers used questioning techniques to engage students and to check for understanding; however, the whole-group format did not provide for students who would benefit from opportunities to engage in different types of strategies to help them master the standards or extend their learning.

- Although observations revealed that in 86% of classrooms it was evident/very evident that students had “equal access to classroom discussions, activities, resources, technology and support,” the indicator, “Has differentiated learning opportunities and activities that meet his/her needs,” was evident/very evident in only 7% of observations.
- The indicator, “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” was evident/very evident in 34% of observations.
- The Equitable Learning Environment received the second-lowest overall rating at 2.1 on a 4 point scale.
- The High Expectations Learning Environment was rated at 2.2 on a 4 point scale.

Stakeholder Survey Data

Although the rates of agreement on surveys were generally high on statements pertaining to Indicator 3.12, other sources of evidence, such as artifacts, stakeholder interviews, classroom observations and student performance data, do not support that all personnel participate in a school wide process to ensure that the unique learning needs of all students are identified and supported.

- 80.0% of staff agree/strongly agree with the statement, ‘In our school, all staff members use student data to address the unique learning needs of all students,’ indicating that 20% of staff are either neutral or disagree with the statement.

- 83.8% of parents agree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”

DISTRICT AND SCHOOL IMPROVEMENT PRIORITIES:

The following Improvement Priorities were identified at the school level but the team determined that these would be best addressed collaboratively between school and district with the district leading the actions.

DISTRICT IMPROVEMENT PRIORITY

Indicator: 3.1

Action Statement:

Develop and monitor a culture, aligned with the district and schools’ purpose, that ensures the curriculum and learning experiences in each class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that prepare students for success at the next level. Ensure that learning activities are individualized for each student in a way that supports achievement of expectations.

Evidence and Rationale:

District Student Performance Data

Menifee County High School

- The Proficiency and Gap Delivery targets were not met in any K-PREP areas except reading.
- The average ACT and percentage of students meeting benchmarks on ACT are below the state in all four areas (English, Math, Reading, and Science).

Botts Elementary School

Student performance data, as detailed in this report, is generally improved between 2012 and 2014, but reflects a decline in performance between 2013 and 2014.

- All areas of Program Reviews, except Formative/Summative Assessment in Arts/Humanities, were below the expected levels of performance.
- The school did not meet Proficiency Delivery targets in reading, math, science, or social studies in 2013-14, and is well below the state average for proficiency in all content areas except writing.
- The school did not meet Gap Delivery targets in reading, science, social studies, or writing in 2013-14. The target was met for math.
- Science proficiency has declined for two consecutive years from 80.6 to 60.5 (-20.1).
- The overall School Performance AMO Results have shown a two year negative direction. The 2011-2012 results declined from 54.2 to 53.5 in 2012-2013. 53.5 was then adjusted to 59.1, due to the addition of program review scores, which then declined to 57.8 in 2013-2014 state assessment results.

Data suggest that the school has not been effective in establishing and monitoring processes that ensure curriculum, instruction and assessments are implemented with fidelity.

Collaboration to achieve vertical and horizontal alignment does not appear to be in place or to be part of a continuous improvement process.

Menifee Elementary School

While student performance data showed growth in some areas, it did not indicate systemic improvement in instructional strategies across all assessed areas. For example:

- The school was below the state average in reading in grades 4, 5, 6, 7; math grades 3, 5, 6, 7, 8; science grade 7; social studies grade 8; and all writing and language mechanics tested grades.
- The school has not met Delivery targets in combined reading and math for middle school, reading for elementary and middle school, math for middle school, science for elementary and middle school, social studies for elementary and middle school, or writing for middle school.
- The school was “Needs Improvement” in all four Program Review areas.

Classroom Observation Data

- The eleot™ measure A.1, “Has differentiated learning opportunities and activities that meet her/his needs,” was evident/very evident in 19% of observed classrooms.
- The eleot™ measure B.2, “Is tasked with activities and learning that are challenging but attainable, “was evident/very evident in 37% of observed classrooms.
- The eleot™ measure B4, “Is engaged in rigorous coursework, discussions and/or tasks,” was evident/very evident in 34% of observed classrooms.

Stakeholder Survey Data

- 54.2% (MCHS), 83.8% (BES) and 61.7% (MES) of parents agree/strongly agree that “All my child’s teachers meet his/her learning needs by individualizing instruction.”
- 45.2% (MCHS) and 42.2% (MES middle school) of students agree/strongly agree that “All my teachers change their teaching to meet my learning needs;” 91.1% (BES) of students agree/strongly agree that “My teachers help me learn things I will need for the future.”
- 56.2% (MCHS), 80.0% (BES) and 64.8% (MES) of staff agree/strongly agree that “In our school challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills.”

DISTRICT IMPROVEMENT PRIORITY

Indicator: 3.10

Action Statement:

Adopt and communicate to all stakeholders common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. Monitor to ensure that these policies, processes and procedures are implemented without fail across all grade levels and all courses, and formally and regularly evaluate them.

Evidence and Rationale:

Student Performance Data

Menifee County High School

- The Proficiency and Gap Delivery targets were not met in any K-PREP areas except reading.
- The average ACT and percentage of students meeting benchmarks on ACT are below the state in all four areas (English, math, reading, and science).

Botts Elementary School

Student performance data, as detailed in this report, is generally improved between 2012 and 2014, but reflects a decline in performance between 2013 and 2014.

- All areas of Program Reviews, except Formative/Summative Assessment in Arts/Humanities, were below the expected levels of performance.
- The school did not meet Proficiency Delivery targets in reading, math, science, or social studies in 2013-14, and is well below the state average for proficiency in all content areas except writing.
- The school did not meet Gap Delivery targets in reading, science, social studies, or writing in 2013-14. The target was met for math.
- Science proficiency has declined for two consecutive years from 80.6 to 60.5 (-20.1).
- The overall School Performance AMO Results have shown a two-year negative direction. The 2011-12 results declined from 54.2 to 53.5 in 2012-13. 53.5 was then adjusted to 59.1, due to the addition of program review scores, which then declined to 57.8 in 2013-14 state assessment results.

Data suggest that the school has not been effective in establishing and monitoring processes that ensure curriculum, instruction and assessments are implemented with fidelity.

Collaboration to achieve vertical and horizontal alignment does not appear to be in place or to be part of a continuous improvement process.

Menifee Elementary School

While student performance data showed growth in some areas, it did not indicate systemic improvement in instructional strategies across all assessed areas. For example:

- The school was below state average in reading in grades 4, 5, 6, 7; math grades 3, 5, 6, 7, 8; science grade 7; social studies grade 8; and in all writing and language mechanics tested grades.
- The school has not met Delivery targets in combined reading and math for middle school, reading for elementary and middle school; math for middle school, science for elementary and middle school, social studies for elementary and middle school; or writing for middle school.
- The school was “Needs Improvement” in all four Program Review areas.

Classroom Observation Data

- The eleot™ measure E.1, “Is asked and/or quizzed about individual progress/learning,” was very evident/evident in 32% of observed classrooms.
- The eleot™ measure E.2, “Responds to teacher feedback to improve understanding,” was very evident/evident in 38% of observed classrooms.

- The eleot™ measure E.3, “Demonstrates or verbalizes understanding of the lesson/content,” was very evident/evident in 43% of observed classrooms.
- The eleot™ measure E.4, “Understands how his/her work is assessed,” was very evident/evident in 27% of observed classrooms.
- The eleot™ measure E.5, “ Has opportunities to revise/improve work based on feedback,” was very evident/evident in 37% of observed classrooms.

Stakeholder Survey Data

- 59.4% (MCHS), 86.7% (BES) and 68.5% (MES) staff agree/strongly agree that “All teachers in our school provide students with specific and timely feedback about their learning.”

DISTRICT IMPROVEMENT PRIORITY

Indicator: 3.11

Action Statement:

Develop a formalized system for collaboratively identifying staff professional learning needs and evaluating the effectiveness of professional development offerings throughout the district and in the schools.

Ensure all staff members participate in a rigorous, continuous program of professional learning that is aligned to the district and schools’ purpose and direction. This professional development should be based on a needs assessment of the district and school, build capacity among all professional and support staff, and be evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Student Performance Data

Menifee County High School

- The Proficiency and Gap Delivery targets were not met in any K-PREP areas except reading.
- The average ACT and percentage of students meeting benchmarks on ACT are below the state in all four areas (English, math, reading, and science).

Botts Elementary School

Student performance data, as detailed in this report, is generally improved between 2012 and 2014, but reflects a decline in performance between 2013 and 2014.

- All areas of Program Reviews, except Formative/Summative Assessment in Arts/Humanities, were below the expected levels of performance.
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Data suggest that the school has not been effective in establishing and monitoring processes that ensure curriculum, instruction and assessments are implemented with fidelity.

Collaboration to achieve vertical and horizontal alignment does not appear to be in place or to be part of a continuous improvement process.

Menifee Elementary School

While student performance data showed growth in some areas, it did not indicate systemic improvement in instructional strategies across all assessed areas. For example:

- The school was below state average in reading grades 4, 5, 6, 7; math grades 3, 5, 6, 7, 8; science grade 7; social studies grade 8; and in all writing and language mechanics tested grades.
- The school has not met Delivery targets in combined reading and math for middle school; reading for elementary and middle school; math for middle school, science for elementary and middle school, social studies for elementary and middle school; or writing for middle school.
- The school was “Needs Improvement” in all four Program Review areas.

Classroom Observation Data

- The eleot™ measure A.1, “Has differentiated learning opportunities and activities that meet her/his needs,” was very evident/evident in 19% of observed classrooms.
- The eleot™ measure B.2, “Is tasked with activities and learning that are challenging but attainable,” was very evident/evident in 37% of observed classrooms.
- The eleot™ measure B4, “Is engaged in rigorous coursework, discussions and/or tasks,” was very evident/evident in 34% of observed classrooms.

Stakeholder Survey Data

- 46.9% (MCHS), 46.7% (BES) and 53.7% (MES) staff agree/strongly agree that “In our school, a professional learning program is designed to build capacity among all professional and support staff.”

Attachments:

- 1) eleot™ Worksheet